



Grants for Teachers

Grant Workshop

Wylie ISD Education Foundation raises money year-round to help enhance the education of Wylie ISD students. The Education Foundation believes if you have an idea on how to promote the success of your students, we should do what we can to support you. Part of our promise to our donors is that we will be loyal stewards of their contributions. We have worked diligently to simplify the grant application effort for both the applicant and the reviewers while maintaining our commitment to our donors. We have made some adjustments based on teacher feedback from last year and are always open to suggestions at any point in the year for the process.

Grant Schedule

- Grant applications open 10 am on July 15
- Grant application system closes, all submissions must be made by 10:00 pm September 30.
- Principals, technology, curriculum and instruction, and purchasing are notified once you submit your grant. If changes are requested by any of these departments and the grant window is still open, your grant will be opened back up for you to edit and resubmit.
- Applications distributed for committee review October 12.
- Grants awarded in November. Please note this is a multi-day distribution process.
- Purchase orders submitted no later than April 6.
- Grant winners end of year report due mid-June.

Grant Support

Contact our Foundation office with questions.

Windi Fuller 972-429-3025 windi.fuller@wisdfoundation.org

Monica Munoz 972-429-2951 monica.munoz@wisdfoundation.org

It is recommended that you submit your grant well before the deadline to ensure enough time for all approvals and any potential revisions to vendors or materials can be adjusted. Grant applications always open on July 15 and close on September 30.

Tips for writing your grant

- The staff of Wylie ISD Education Foundation are available to host campus training, present at staff meetings, discuss ideas, and coach you through the process. Do not hesitate to reach out.
- Late applications will not be accepted. Applications require approval from campus principals, purchasing, curriculum and instruction, and technology (if applicable). This line of approval is automated once your application is submitted. *It is strongly encouraged that you review the approved vendor list and discuss your budget with purchasing before submitting your application.*
- The district discourages grant applications for technology-related devices due to functional equity concerns, the existing plans for software updates, and the timetable for the replacement of devices. Additionally, curriculum requests are discouraged as the timeline for vetting materials is considerably longer than the window to review grants. Campus administrators or learning specialists should be consulted for necessary items that fall under these categories.
- Use the grant application working draft document. It is set up to allow you to use Word and spell check and share your application with friends and colleagues for review. Answers can be copied and pasted directly into the correlating online application question. Sometimes the formatting gets messy when pasted to the online application. Don't worry about that aspect. The reviewers know it is a system issue and not the fault of the applicant.
- Do NOT use discount codes for estimating prices on your budget. By the time the approval goes through, that discount code may have expired and any budget costs that are over the approved grant amount are the responsibility of the campus.
- For the Budget page, list your items in order of how critical/important they are to your grant. Please also answer the questions about partial funding - *is it possible to still have a successful grant with a smaller budget or items cut out?* Every effort is given to fully fund each grant. However, grant applications that provide some flexibility in funding are appreciated.
- Each year the application system is reset. You will have to create a new login every year even if you have applied in the past. If you have any issues logging in, please email Windi Fuller at Windi.Fuller@wisdfoundation.org or Monica Munoz at Monica.Munoz@wisdfoundation.org for assistance.
- In the online application, do **not** use "Previous Page" or "Next Page." You will lose your work. Instead, at the bottom of the far left column is the **SAVE** icon. Saving your work on that page will automatically advance you to the next page. You will be able to edit pages before you submit your application.

- Be clear and concise. Use simple terminology, and refrain from using academic language/acronyms without explanations.
- Be realistic. The committee favors rational and thoughtful approaches to enhance learning. If they don't believe you can do it, they will hesitate to make the investment. Our reviewers appreciate proposals that enrich the educational experience of Wylie ISD students and that the proposal is achievable within the existing framework of the student/school schedule. Let them know you have done your homework and what you are proposing is possible.
- Be grammatically correct. Poor grammar and misspellings discredit your request. Quality of application matters, as does the creativity and integrity of the idea itself.
- Proposed programs must align with the Texas Essential Knowledge and Skills (TEKS) for the grade level(s) affected. If you are struggling to accomplish this, the reviewers will struggle to fund it.
- The review system hides campus information from the reviewers. The reviewers do not know who has written the grant or the campus from which the application is submitted. **Do not include the name of your school, mascot, or any campus identifiers in the grant to help ensure the integrity of our selection process.** Office staff will review applications and remove this information if it is included. Reviewers will be voting on the merits of the application alone.
- The Grant Review Committee is made up of volunteers from the community. It is a unique opportunity to invite them to be a part of Wylie ISD and to see the creative ways our teachers want to enhance education for our students. Because the grant reviewers are not professional educators, it is best that acronyms and specialized language or procedures be explained in laypersons' terms. A simple but well-thought-out appeal is best.

Below is a condensed version of the application with tips and advice. When the SEL application varies from the standard it will be noted.

Title of Grant and general information

- *One co-applicant required; others optional.* TIP: You have to have at least one co-applicant even if it is an individual grant. This is the person who would be responsible for taking over the grant execution and evaluation should you leave the district.
- *Has this request for funds been submitted to other funding entities: Y or N*
- *Type of Grant: District \$5000, Campus \$3000, Educator \$1000*

Grant Type defines the maximum funds awarded based on range of impact. For Example: An educator may not request more than \$1000 if the impact is limited to their classroom.

- *Curriculum section/majority: K-6 or 7-12*
- *Target Population (Grade(s)):* TIP: Use Control key to highlight all involved if more than one.

- *Please select the MAIN curriculum area your grant addresses.*
- *Implementation date*
- *Anticipated date of completions*
- *Total number of students impacted: TIP: Be realistic.*
- *Total number of staff affected*

The Problem (40 Points)

The problem drives the planning process and is the basis for requesting funds.

Describe the educational need/s this project will address in terms of student data, the campus improvement plan, and district-wide goals. Use formal writing processes and do not use acronyms without identification. ex: Texas Essential Knowledge and Skills (TEKS). Grant reviewers are not necessarily from education and might not be familiar with such acronyms.

TIP: If the problem isn't clear to the reader, they may struggle seeing the need to fund the application. There are four individual boxes for you to respond to. Tailor each response to how your problem affects educational needs in each designated subject box. Campus Improvement Plans are often posted in the "About Us" section of your school's website, or your administrator will have a copy they can share with you.

A strong answer shows the educational need is clearly described and supported by student data, campus improvement plan, and district level goals.

A weak answer shows that the educational need is unclear and/or is stated with little supporting data.

SEL Grants question:

The Problem (40 points)

Paint the big picture of your project. Using the scientific method, identify the "Problem" or challenge you have encountered. Document observations, student data, or other factors that you have noted that lead you to believe change is necessary. Identify the problem the grant will confront. Describe the need/s this project will address in terms of campus or district goals. Use formal writing processes and do not use acronyms without identifications. Give the gist of the challenge, the proposed solution, expected outcomes and how this will enhance the quality of the educational process.

TIP: If the problem isn't clear to the reader, they may struggle seeing the need to fund the application. There are four individual boxes for you to respond to. Tailor each response to how your problem affects educational needs in each designated subject box. Campus Improvement Plans are often posted in the "About Us" section of your school's website.

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A weak answer shows that the educational need is unclear and/or is stated with little supporting data.

Program Outcomes/Evaluation (45 Points)

What specific outcomes do you expect to see upon completion of your grant?

Each outcome listed should be realistic and measurable.

Include specific objectives and measurable data.

For each objective list:

- the objective/outcome
- Beginning baseline data
- How you will evaluate the process of implementation
- Quantitative and/or qualitative data to be used to evaluate (specific measurable data)
- Expected new outcomes based on data

Sample: Objective one is that students will be on time for first period class. During the first 9 weeks, 45% of students were late for first period during. To evaluate our process, we will gather data identifying which students are consistently late. We will survey all students for possible reasons for tardiness. We will also survey parents to identify possible causes. We anticipate 95% of students will arrive on time after new alarm clocks have been purchased with grant funds.

SEL Grants question:

Program Outcomes/Evaluation (45 points)

What specific outcomes do you expect to see upon completion of your grant?

Each outcome listed should be realistic and measurable. Include specific objectives and measurable data. (example: Objective: Survey data to track student reports will show a 30% decrease in student incidents, or Bully-like behaviors and/or harassment instances in my classroom will decrease by 30%.)

For each objective list:

- Beginning baseline data
- The objective/outcome expected
- How you will evaluate the process of implementation
- Quantitative and/or qualitative data to be used to evaluate
- Expected new outcomes based on data

Sample: Objective 1: Over 50% of our 5th grade students have been accused of a bullying incident in the past year. We will implement an anti-bullying campaign including (but not limited to) teacher lead discussions, video examples, work with the "Stomp out Bullying" foundation, instituting a Blue Shirts against Bullying Day every nine weeks.... We will survey all students prior to beginning this program to identify how many students feel that they have been bullied or have bullied another in the past 6 weeks. (baseline plus office referrals) Part of our data to evaluate the successfulness of this program will include a post campaign survey asking the same questions included on the original survey. We anticipate counselor and office referrals for bullying will decrease by 40% over the nine-week program.

<i>Objective</i>	<i>Beginning Baseline Data</i>	<i>Objective Outcome</i>	<i>How will you evaluate the process of implementation</i>	<i>Quantitative and/or qualitative data to be used to evaluate (Specific measurable data)</i>	<i>Expected Outcomes based on data</i>

TIP: First, pay attention that this question is asking for four answers per objective. For one objective the reviewers want to know the beginning data. Then they want to know how you will implement the project. It's important for the reviewers to understand your methodology. Is it logical how you will move from one point to the next in your process? Then they want to know how you will measure the success of your objective. Finally, give your anticipated outcome of your objective. If you have multiple objectives, you'll need to answer these four things multiple times.

Strong answers will include all this information. These answers show a program is well defined including specific and measurable objectives that map to evaluation criteria and realistic solutions. Evaluation methodology and expected results are clearly defined with supporting details such as comparison data from prior teaching methods.

A weak answer has a goal that is not clear. No measurable outcomes are included. Methods are not clear, or no data is offered as support.

Sustainability (15 Points)

Presents a plan to secure future support if the program is to be continued. Include all resources, not just cash.

What challenges do you anticipate carrying this program forward in future years?

What issues could hinder success of future students using items purchased with the grant funds?

Describe in detail the potential for expansion of this project to other grade levels and/or campuses.

How will this project continue in future years including potential cost (consider consumables)?

TIP: The reviewer wants to see you have a reasonable understanding of the future of this project. Is there potential to expand the idea or extend it to other areas or campuses? Is it a meaningful use of resources?

Strong answers show a realistic plan that details the continuation or expansion of the project for future impact.

A weak answer has no project expansion or continuation details provided.

Project Budget

Budget Details: Base numbers on solid estimates: quotes, price checks, organizational experience.

Is there a technology component to this grant? (Will the technology department be required to approve purchases?) Talk to the technology department prior to applying for the grant. The district discourages grant applications for technology-related devices due to functional equity concerns, the existing plans for software updates, and the timetable for the replacement of devices.

Can this grant be partially funded? If so, how?

- *Budget Item, Quantity, Unit Cost, Supplier, Budget Amount. Please list in order of most critical to least critical for the implementation of your grant. If you are purchasing similar items such as novels, or games for students, it is not necessary to itemize each one. You can list, for example, 18 books from the Texas Lonestar List for \$180.*

TIP: Use the District's purchasing guide and policies. Items can only be purchased through district-approved vendors. Rounding budget dollar amounts is acceptable but should equal the amount requested. Please review the math and make sure the quantity of items listed matches the total budget request. If the review committee is facing the difficult decision of partially funding your grant or not funding it at all, what sort of adjustments could be made to your budget to accommodate that?

Signature Page

Please select the name of your campus in order to send an approval form to your PRINCIPAL once your grant is submitted. Selection required!

Have you attended a WISD Grant Writing Workshop in the last five years?

TIP: If you've read this, you've "attended". A negative response does not jeopardize your consideration.

I agree to ongoing feedback and statistical reporting:

TIP: You have to agree to do the evaluation in order to be awarded a grant. Not submitting an evaluation at the end of the year has the possible repercussion that your entire campus will be ineligible to apply for grants during the next year.

*Principal Approval **

*Purchasing Approval**

*Technology Approval **

*Curriculum Approval **

* On these pages, you will notice a place for Comments. If a Principal, Curriculum, or Technology (if applicable) deny your request, they are required to offer you feedback. This section is for their use.

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